

ABSTRACT

Mita, Ayu, 2016, *Improving Speaking Ability Through Simulation to the eight Grade Students of MTs Al-Badri Jember in the Academic Year 2015/2016*.

Thesis. The English Language Education, Faculty of Teacher Training and Education, Muhammadiyah University of Jember.

Advisor: (1) Drs. H. Moch. Zaki Hasan, M.Si(2) Indri Astutik, M.Pd

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Speaking is a crucial part of the language learning process. But related to the condition and situation right now, there were some participation of the eighth grade students of MTs Al-Badri Jember still unable to use the target language for their communication purpose and most of the students had an opinion that English speaking was difficult to learn. Dealing with the condition of learning English language, there must be some ways and solution to improve the students' speaking ability through the available teaching method, in this case the researcher used simulation to improve students' speaking ability.

In this research, the problem was how can simulation improve the second grade students speaking ability at MTs Al-Badri School of Jember in the academic year 2015/2016. The hypothesis of the research was described as follows: Simulation can improve the eighth grade students' speaking ability at Al-Badri Junior High School of Jember in the academic year 2015/2016 And the criteria that is used to determine the success of the action was at least 75% of the students achieved the minimum requirement standard score that is 65 and 75% of the students were also actively involved in the teaching learning process of speaking. Classroom Action Research with the cycle model is conducted at MTs Al-Badri School of Jember. It was carried out through certain procedures that had cyclical model which consists of four activities. They were planning, acting, observing, and reflecting.

The result of the action showed a significant improvement. There were 17 students a 78.42% who were actively participated in the teaching learning process of speaking. The students who got 65 were 15 students or 88.23%. The result of score of the speaking test in cycle one was 41.91 and The result of score of the speaking test in cycle two was 79.94.

Considering the above results, it can be concluded that teaching speaking by using Simulation could improve speaking ability of the second grade students at MTs Al-Badri of Jember in the academic year 2015/2016.

CHAPTER I

INTRODUCTION

This chapter presents the background of the research, the problem of the research, the objective of the research, the operational definition of the terms, the significance of the research and the scope of the research.

1.1 Background of the Research

Recently in Indonesia English is regarded as a foreign language. It means that English is a language that is learned by the society which is not used in the country for daily communication. Therefore, English becomes the main subject for student in Indonesia especially in formal education and it has been taught from elementary school up to university level. The mastery of English skills is intended to support the ability to communicate both oral and written communication.

Moreover, students should master not only one skill but all skills of

English. Good oral work enhances pupils' understanding of language in both oral and written forms and of the way language can be used to communicate (Grugeon 2005:1). Speaking is one of the abilities which is very important in studying and learning language because it is used to express ideas, feelings or make a communication in the target language.

According to Merry (1999:1) speaking is an interactive process of constructing meaning that involves producing and receiving and processing information. In speaking the students can express ideas to communicate. Therefore, speaking skill is taught to students to make them capable to communicate in English correctly. However, the students often find some problems. The problem frequently found is that their native language causes them difficult to use the foreign language. The other problem is students have lack of motivation to practice English in daily conversation.

In choosing of certain method or technique used in class should be suited with the goal of teaching learning process based on the curriculum, as the right method will result the better achievement.

Some students in Junior High Schools still cannot speak English fluently, including the Eighth Grade Students' of MTs Al – Badri Jember. Based on the data and interview with the English teacher, it was known 47% from 17 students got good score in speaking, meanwhile 53% students still got difficulties in speaking. It can be conclude that students' speaking ability is still low.

Most of students always incorrect in pronouncing the word, in addition, they feel shy if somebody figures out their grammatical mistakes. So that many students still have difficulties in speaking English. They do not enjoy the English lesson, because they are unconfident to express their idea individually and afraid to make mistake. They are too shy and afraid to take part in the class when they are ordered to come forward. Sometimes they are lazy, bored and many factors that can cause the problem of the students' speaking skills, namely; the student interest, the material, and theme among others including the technique in teaching English.

The writer would like to conduct simulation technique to improve students' speaking ability. Claxton (2008:10) says that Simulation exercises also increase students' empathy and teach the rules of social interaction. Simulation technique is aid them to apply the knowledge to express their speaking ability by instruction.

The reasons why the writer is interested in conducting a research on improving speaking ability through simulation to the eighth grade students MTs Al-Badri Jember in the Academic Year 2015/2016, because the writer thinks that the students will be improve for their speaking skill by using this methodology further it also make various in teaching learning English.

1.2 The Research Problem

Based on the background of the research, the problem of the research is formulated as follow:

- a. How can simulation improve speaking ability of the eighth grade students of MTs Al - Badri Jember in the Academic Year 2015/2016?
- b. How can simulation improve the active participation of the eighth grade students MTs Al - Badri Jember in the Academic Year 2015/2016?

1.3 The Research Objective

The objective of the research is to know:

- a. To know whether simulation can improve the eighth grade students speaking ability at MTs Al-Badri Jember in the Academic Year 2015/2016.
- b. To know whether simulation can improve the active participation of the eighth grade students of MTs Al - Badri of Jember in the Academic Year 2015/2016.

1.4 Definition of the Key Terms

The operational definition will guide the researcher to understand the concept about the study. It enables the researcher and the readers to get mutual understanding of the concept studied and also to avoid misunderstanding in interpreting the terms used in the research. It is necessary to define operationally speaking ability and simulation.

1.4.1 Speaking ability

According to Harmer (1983:95) speaking ability refers to students' ability in expressing their ideas in spoken form including in fluency and accuracy in pronunciation, vocabulary and grammar. Speaking ability in this research means the ability of the students to express their ideas orally which is showed by their scores in speaking test which is focused on their fluency, pronunciation, vocabulary and grammar.

1.4.2 Simulation

Simulation is acting out an actual or probable real life condition. Simulation refers to the teaching method focusing on the playing of an individual role of the certain character in a real situation of life.

1.4.3 Significance of the research

The research is used to motivate the teacher to apply an appropriate good teaching technique to help the students improve their speaking ability. For the students, they will know the important of speaking English and can express the ideas confidently in front of their friends.

1.6 Scope of the research

The researcher limits the study of the research on teaching simulation technique to improve the eighth students' speaking ability at MTs Al – Badri Jember in the 2015/2016 academic year. There are 26 students and the research will be held in ood semester.

CHAPTER III

RESEARCH METHOD

This chapter presents the method used in this research. They cover kind of research, design of the research, subject of the research, area of the research, procedure of research, criteria of success and instrument of the research.

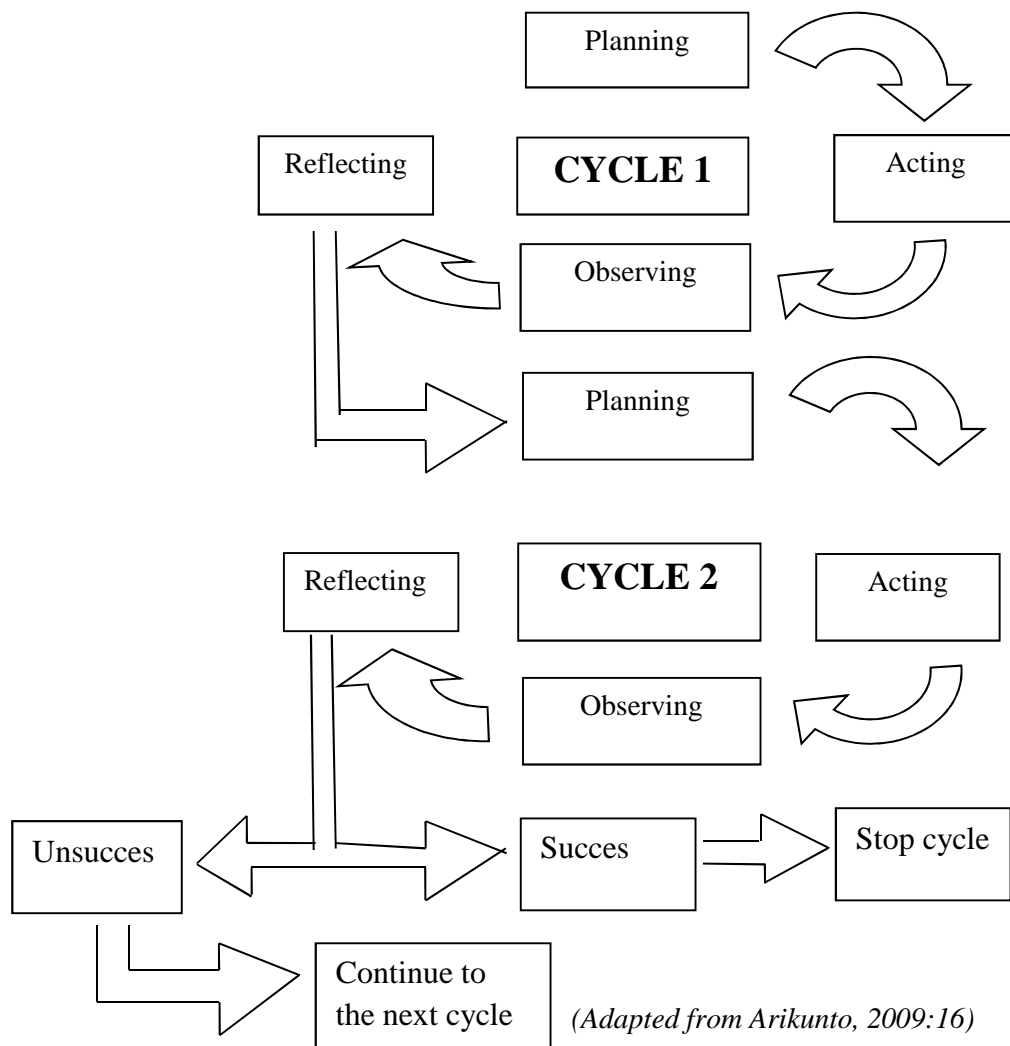
3.1 Kind of Research

In this research the writer uses Classroom Action Research as kind of research to know how simulation can improve speaking ability in teaching learning. According to Arikunto (2009:3) classroom action research is an observation to the learning activity such an action, which intentionally appeared and happened in a class together. Then action is given by an instruction from the teacher and it is done by the teacher. Supardi (2009:102) adds that CAR offers the way and new procedure to develop the professionalism of teacher in teaching

learning process in the classroom. In classroom action research, the researcher or the teacher with other teacher can do a research to the students by students' interaction in learning process.

3.2 Research Design

Classroom action research with the cycle model is conducted to improve students' speaking ability of eight grade at Al-Badri Junior High School of Jember. In this research, the researcher collaborates with the English teacher to identify and define the research problem. Action research in cycle process, according to Lewin (1990) in action research in cyclic process, which covers the following activities: planning, acting, observing, and reflecting. In the planning stage, lesson plans are constructed and instructional materials are prepared. Then, in the acting stage, all the activities set in the lesson plan are implemented. The observation stage is done during the implementation of the action. Finally, the reflection of the action is done to know whether the actions given to the subject can achieve the expected result. If in the first cycle is fail, the research will be continued to the second cycle. The illustration of classroom action research design:



3.3 Research Subject

Subjects of this research are the eight grade students of Al-Badri Junior High School of Jember. They are consist of 17 and the researcher take them all. The students still have difficulties in vocabulary, grammar and also pronunciation. That is why improving speaking ability is needed in this class.

3.4 Research Area

In this research, Al-Badri Junior High School of Jember is chosen based on some considerations such as:

1. The eight grade students' of Al-Badri of Jember still have difficulties in speaking ability.
2. Simulation technique never applied before by the English teacher in teaching speaking.
3. The school principal gives permission to the researcher to conduct this classroom action research at the school.

3.5 Research Procedure

The actions of the research are implemented in four stages they are: planning of the action, implementing, observing, and reflecting (Elliot, 1991:69). Before starts this research, the researcher must be done the step of preliminary study or previous study.

3.5.1 Preliminary Study

The preliminary study is an important step to know what the problems are happened in the school. By interviewing the English teacher it is known that speaking ability of students still low. They are still unable to use the target language to fulfill the students need in their daily activity and the students' speaking score is still low that is 59, meanwhile the mean of students standard passing score ($M = 65$) and the requirement of students scoring ≥ 65 ($E = 75\%$).. There is just one class on eight grade at Al-Badri of Jember in which there are 17 students in the class. The English teacher said that students still got problem in the learning of speaking English especially in pronunciation and vocabulary. They do not know how to express, and finally it makes them not confidence to speak English. The students are still low to pronounce English words and expression, and also the vocabulary. They just are mastering a few words around them. The English teacher usually only applies repeating what the teacher utterance or reading the text.

3.5.2 Planning of the Action

The researcher should prepare several activities before the implementation of the research. Those are:

- a) Preparing the methods or technique that will be used to teach speaking by using simulations
- b) Choosing the themes and subthemes that will be taught in the academic year 2015/2016
- c) Preparing the materials that will be used in teaching speaking taken from students book or other sources
- d) Constructing the lesson plan for the cycle
- e) Preparing the monitoring instruments as well as instrument for evaluation and the scoring set for the evaluation
- f) Constructing the speaking test
- g) Determining the criteria of success

3.5.3 Acting

The action of this research is conducted during the school hours in classroom. The actions in the form of teaching speaking by using simulation. It is given to the research subjects in every meeting of cycle. The implementation of the action in Cycle 1 was based on lesson plan 1, lesson plan 2, and lesson plan 3. Each meeting was provided 90 minutes. If Cycle 1 is not successful, it will be continue to the Cycle 2.

3.5.4 Observing

Observing here is an observation to collect the data to know how far the action in this case, teaching speaking using simulation had achieved the target. The effect of the action is always monitored reflectively. The data that need to be collected are quantitative data (score of students) and qualitative data (interest of students). In this stage, the researcher explained kind of data that is collected, collecting data method and collecting data instrument they are test, observation etc.

3.5.5 Reflecting

The researcher and the collaborator did the reflection after analyzing the result of Cycle 1. This reflection is intended to find out whether the action that was done in this cycle still has weaknesses or not and to identify what points were well done. The cycle was stopped if the target of the research has been achieved. But if it has not, the researcher should revise the action and continue to the next cycle. To measure the student percentage of their speaking ability, the researcher uses this formula:

$$E = \frac{n}{N} \times 100\%$$

Notes :

E : The percentage of students' score ≥ 65 in speaking ability

n : The number of students that passed the minimum standard score

N : The total number of students

(Ali, 1993:186)

The steps on analyzing the data as follow:

1. Scoring the result of the speaking competence test in cycle one.
2. Analyzing the result of test quantitatively by using the formula above.
3. Scoring the result of the speaking competence test in cycle two.
4. Analyzing the result of test quantitatively by using the formula above.

After the researcher doing the reflection, the researcher and the English teacher discussed in more detail to find another solution to solve the problem encountered both by the student and English teacher, which was used as the consideration to conduct the Cycle 2 if the Cycle 1 is not success.

3.6 The Criteria of Success

The criteria of success are used to know whether the action is achieved or not. The target score of speaking ability is 65 based on the minimum standard score requirement of Al-Badri Junior High School of Jember . This research will be success if the percentage of students who passed the target score is 75%. If the requirement above is not achieved in the first cycle, it will be continued to

conduct the second cycle and if the second cycle still less we will conduct next cycle.

3.7 Research Instrument

The research instruments are some tools used when a research is conducted in a particular method (Arikunto, 2006:128). They are needed to get the data for the research.

3.7.1 Speaking Test

The test is used to measure students' speaking ability. Arikunto (2002:150) states that test is a set of question exercises or instrument that is used to measures the skills, knowledge, and intelligence owned by the individual or group. Arikunto (2006:150) adds that there are 7 types of the test that are: personality test, intelligent test, attitude test, projective test, achievement test, proficiency test, measurement of interest and placement test. In this chance the researcher using achievement test to measure students' speaking ability by using simulation. According to Arikunto (2006:151) achievement test is a test that is used to measure individual's achievement after learning something. This test is used to know the result of students' speaking ability after giving the treatment to the group.

In this chance, the researcher applying the speaking test by asking the students telling story of their daily activity around them. The aspects that are scored covering fluency, grammar, pronunciation and vocabulary. Here are the indicators of speaking scoring:

Table 1. The Criteria of Speaking Component

Score	Fluency	Pronunciation	Grammar	Vocabulary
1	(No spesific fluency description. Speech is so halting and fragmentary that conversation virtually is impossible)	Errors in pronunciation are frequent but can be understood by a native speaker used to dealing with foreigners attempting to speak his language	Errors grammar frequent, but the speaker can be understood by a native speaker used to dealing with foreigners attempting to speak his language	Speaking vocabulary inadequate to express anything's butler the most elementary needs.
2	Can handle with confidence but not with facility most social situations, including introductions and casualty events, as	Accent is intelligible though often quite faulty	Can usually handle elementary constructions quite accurately but does not have	Has speaking vocabulary sufficient to express himself simply with some circumlocutio

	well as work, family, and autobiographical information		through or confident control of the grammar	ns
3	Can discuss particular interest of competence with reasonable ease. Rarely has to grope for words	Errors nevertheless interfere with understanding and rarely disturb the native speaker. Accent may be obviously foreign.	Control of grammar is good. Able to speak the language with sufficient structural accuracy to participate effectively in most formal and informal conversations on practical, social and professional topics.	Able to speak the language with sufficient vocabulary participate effectively in most formal and informal conversation on practical, social and professional topics. Vocabulary is broad enough that he rarely has to grope for a word

Oral proficiency (Adopted from Brown, 2003:172-173)

Table 2 Example of Speaking Score

Student	Indicators					Calculation for total score	Final
	F	P	G	V	Total		
Sandra	3	2	2	3	10	$\frac{10 \times 100}{12}$	83

F = Fluency

G = Grammar

P = Pronunciation

V = Vocabulary

When the students can fulfill the highest criteria of the descriptions, they get points and will be categorized as excellent.

3.7.2 Observation

There are two kinds of observations; non systematic observation and stimulant observation (Arikunto, 2006:157). Non systematic observation means that observer did not use instrument of observation in the activities of getting the data. Meanwhile, in stimulant observation, the observer uses guideline as an instrument's observation of getting the data. The observation would be focused on the students' active and passive involvement in the speaking teaching learning process. The requirement of the students' activeness to involve in the teaching learning process was 75%. The students' involvement in the teaching learning process was considered better if more than 75% of students actively involved in the action. The indicators of the active students were as follows:

1. Asking question

2. Answering question
3. Paying attention
4. Performing the task

The students were considered as the active students when they fulfilled at least two indicators. The instrument used in this method was checklist.

3.7.3 Validity of Test

Validity of the test to measure particular skill what supposed to measure. A test is called valid if it can measure what should be measured (Arikunto, 2006:169). In this chance the researchers use content validity that is based on the curriculum. According to Brown (2007:449) if a test actually samples the subject matter about which conclusion are to be drawn, if it requires the test taker to perform the behavior that is being measured, it can be claimed content validity. This test is valid because the material has been taught and the test item of the test based on the curriculum.

Table 3: Competency Standard and Basic Competency

Competence Standard	Basic Competence	Indicator
9. Expressing meaning in transactional and interpersonal dialogue in daily life with their environment.	9.2 Expressing meaning in transactional (to get things done) and interpersonal conversation (socialization) by using simple and acceptable spoken language involving the act of making asking something.	Responding to a spoken dialogue of asking something in daily activity

(Adopted from KTSP, 2006)

Beside content validity, the researcher use empirical validity. According to Arikunto (2006:169) to examine the degree of the instrument empirical validity, the researcher uses that instrument to the subject of the research. The instrument is achieved if the data that is taken from that is appropriate with the other data or information about that research variable.

Validity of test instrument depends on the task that has been made. Validity of the test will be established according to the test materials are constructed, the test will be applied to measure students' speaking ability. To know the empirical validity of the researcher test it is used English exam from the English teacher of Al-Badri Junior High School of Jember as criteria. Both score are correlated using the formula bellow:

$$r_{xy} = \frac{N \cdot \sum X \cdot Y - (\sum X)(\sum Y)}{\sqrt{(N \cdot \sum X^2 - (\sum X)^2) \cdot (N \cdot \sum Y^2 - (\sum Y)^2)}}$$

Note:

r_{xy} : Coefficient of correlation between X and Y variable

- N : The total number of students
 X : Score of Try Out
 Y : English Examination

The coefficient correlation:

0,0 - 0,20 : very low

0,21 - 0,40 : low

0,41 - 0,70 : medium

0,71 - 0,90 : high

0,91 - 1,00 : very high

Based on the calculation, the validity is 0,76 ($r_{xy} = 0,76$). The coefficient correlation between two score shows the degree of validity of the researcher test. (see appendix)

3.7.4 Reliability of the Test

According to Arikunto (2006:178) reliability is determined by the carefulness of evaluation instrument and the important of reliability consistence, how far of the test or instrument can be believed. This mean, when the researcher give the test to the students the result of test must have the same result or almost same with another scorer. To know whether the test is reliable or not the researcher use inter-rater reliability because the test that is given is subjective which have unclear scoring criteria and needs two or more scorer of the same test. Brown (2004:21) says that inter-rater reliability occurs when two or more scorers of the same test, possibly for lack of attention to scoring criteria, inexperience, inattention or even preconceived biases. Inter-rater reliability is a common occurrence for classroom teachers because of unclear scoring criteria, fatigue, bias toward particular good and bad students, or simple carelessness.

The Scott formula as follow :

$$KK = \frac{P_0 - P_e}{1 - P_e}$$

Note:

KK : The coefficient of agreement

P_0 : The proportion of frequence agreement

P_e : Change Agreement

Then, to find the score of P_e we can use this following formula :

$$P_e = \sum P_j^2$$

Note :

P_e : Change Agreement

P_j : The proportion of tallies

After counting the reliability of the try out that given to the students, the researcher can find the result of the reliability of fluency skill is 0.81. Then the reliability of pronunciation skill is 0.74, grammar skill is 0.78 and the reliability of vocabulary skill is 0.68. Based on the calculation above, it can be conclude that the test is reliable because the material is believable, consistent, stable and productive.

CHAPTER IV

THE RESULT OF THE RESEARCH

This chapter presents the result of Cycle 1 and Cycle 2 that reflect the result of the simulation technique application.

4.1 The Description of Research Setting

This research was conducted to the second grade students of MTs Al-Badri Jember in the 2015/2016 academic year. There were two cycles, and each cycle consisted of three meetings.

4.1.1 The Description of Action in Cycle 1

There were three meetings in Cycle 1 and the schedule based on curriculum in MTs Al – Badri Jember. They were as follows:

- a. The 1st meeting was held on September 13th, 2015 from 07.15 until 08.45
- b. The 2nd meeting was held on September 14th, 2015 from 09.15 until 10.45
- c. The 3th meeting was held on September 15th, 2015 from 11.45 until 12.45

Cycle 1 was carried out through certain procedures with cyclical model which consisted of four activities (1) The planning of the action, (2) The implementing of the action, (3) Observing, and (4) Reflecting of the action.

4.1.2 The Description of Action in Cycle 2

Since the result of the action in Cycle 1 had not achieved the objective of the research yet, the researcher implemented Cycle 2. There were three meetings in Cycle 2 and the schedule of the second cycle based on curriculum in MTs Al-Badri Jember. They were as follows:

- a. The 1st meeting was held on October 20nd, 2015 from 07.15 until 08.45
- b. The 2nd meeting was held on October 21th, 2015 from 09.15 until 10.45
- c. The 3th meeting was held on October 22th, 2015 from 11.45 until 12.45

Every meeting covered four stages of activities namely (1) Planning of the action, (2) Implementing of the action, (3) Observing, (4) Reflecting.

4.2 Research Result

4.2.1 The Result of Cycle I

There were three meetings in the first cycle, every meeting covered four stages of activities namely planning, implementing, observing and reflecting. The result of observation in teaching learning of meeting 1, 2 and 3 in cycle I on appendix 13 with the procedures above:

1. Planning of the Action

The first step in doing action research was planning the action. The researcher and the English teacher discussed when the action could be started and how was the best way to implement speaking ability using simulation in second grade students of MTs Al – Badri Jember in the 2015/2016 academic year.

The researcher and the English teacher also discussed about the material that would be given to the students, the topic is relating to the procedure text giving instruction to other person in order to be done.

Then, the researcher prepared the lesson plans for teaching learning process. The implementation of the action was done in three meetings and each meeting provided 2x45 minutes.

2. Implementing of the Action

Implementing of the action was based on the lesson plan made by the researcher (see Appendix 10). The first meeting was carried out based on the lesson plan I. The second meeting was carried out based on the lesson plan II. The third meeting was carried out based on the lesson plan III.

The lesson plans of Cycle 1 were made based on Competency Based Curriculum (KTSP). The topics of the simulation were based on the texts given.

3. Observing

Observing was done in every teaching learning process of speaking ability through the simulation. The researcher started to implement the action that based on the lesson plan while the teacher sat at the back as an observer. It focused on the students' active and passive performance and the indicators of the active students were :

1. Paying attention to the lesson
2. Asking question
3. Answering question
4. Performing the tasks.

The students were considered active when they fulfilled at least three of the indicators. In this case, the English teacher as the observer did the observation activity by sitting at the back of students' seat in the classroom, and the researcher as the teacher.

4. Reflecting

Based on the result of the observation of students, participation in teaching learning process, it showed 41.91% of 17 students who is active.

Table 4: The Average of Observation Checklist in Cycle 1

Meeting	Active
Meeting 1	$(5/16) \times 100\% = 31.25\%$

Meeting 2	$(5/17) \times 100\% = 41.17\%$
Meeting 3	$(7/15) \times 100\% = 53.33\%$
Total	125.75%
Average	41.91%

It means that the requirement of 75% of the students' active participation in teaching learning process of speaking ability was not fulfilled yet. In other words, teaching speaking ability by using simulation was not successful. It can be said that the students did not give optimum response or most of them were passive. Most of them paid attention to the lesson but they did not perform the task yet.

The speaking test was conducted to measure the students' fluency, accuracy on pronunciation, vocabulary and grammar in speaking. The topics were how to wash dishes. The result showed all students were present, 8 students got ≥ 65 and 9 students got ≤ 65 in speaking ability. The result of the first cycle test is presented in appendix 15. The aspects of evaluation presented on appendix 2.

Table 5: The Result of Speaking Test in Cycle 1

The Data Results	Cycle 1
The mean score of speaking test	60.2
The percentage of the students who scored ≥ 65	53.33%

Based on the result of speaking test, it was found that the mean score of the students speaking ability by using simulation in cycle I was 60.2 and the percentage of students who got score ≥ 65 was 53.33% . As mentioned before, the cycle of this research was considered to be successful if the mean score of the students speaking tests reached 65 or more and it was achieved by at least 75% of the total students. It means that the target mean score requirement in this research had not been achieved yet. The reflection was done after calculating the students' score of speaking test of the using simulation as a technique to teach the class.

Based on the result of the cycle 1, it can be said that the standard requirement of the mean score of the students in speaking subject was not achieved yet. It was because simulation was a new method for the students, and they weren't used to expressing their opinion or asking something to others orally. Indeed, speaking needs a lot of practice. Furthermore, the students did not have enough vocabulary so it is difficult for them to arrange the sentences properly. The action in Cycle 2 needed improvement by giving more practice and more familiar topics to the students.

4.2.2 The Result of Cycle II

Since the result of the action in cycle 1 had not achieved the objective of the research yet, the action in cycle 2 were implemented, every meeting covered four stages of activities namely (1) Planning of the action, (2) Implementing of the action, (3) Observing, (4) Reflecting. There were three meetings in the second cycle They are :

- a. The first meeting held on 20th October 2015 at 07.15 up to 08.45
- b. The second meeting was held on 21st October 2015 at 09.15 up to 10.45
- c. The third meeting on 22th October 2015 at 11.45 up to 12.45

1. Planning of the Action

Based on the reflection in the first cycle, the researcher find that the students is lack in memorizing vocabulary it is necessary to improve vocabulary because the students. after improvmet the vocabulary of the students the researcher and the English teacher discussed about the suitable material that would be given in the second cycle. The material was daily activities that usually they do because it is more familiar to the students. The implementation

of the action was done in three meetings and each meeting provided 2x45 minutes. It was hoped that students would be more actively involved in the teaching learning process.

2. Implementing of the Action

The implementation of the action in Cycle 2 was revised based on the problem found in Cycle 1. It was expected that after implementing the action in Cycle 2, the results of the students' speaking score would be better than the first one. The lesson plans of Cycle 2 were made based on Competency Based Curriculum (See Appendix 14). The action was a simulation of daily activities of the students. The topics of the simulation were based on the texts or articles that they had been searched before.

In Cycle 2, the class was more conducive as the students had practiced more and they became more familiar with the simulation. The researcher asked the students to find out familiar topics such as topic of daily activities made the students respect and responsible about the task. Then the students arranged the task in procedure texts for the instruction, then the students can simulate in front of the class.

3. Observing

The evaluation process through observation was also done by the teacher in cycle 2. This activity was done in order to know the participation of the students in the speaking class which used simulation. It was done along with the teaching learning process. The performance indicators of the active students were the same as in Cycle 1.

4. Reflecting

The calculation of the data showed 78.42% of 17 were active to join the teaching learning process of speaking ability.

Table 6: The Average of Observation Checklist for Cycle 2

Meeting	Active
Meeting 1	(10/17) X 100% = 58.82%
Meeting 2	(14/17) X 100% = 82.35%
Meeting 3	(16/17) X 100% = 94.11%
Total	217.19%
Average	78.42%

From the table, it can be concluded that the requirement of students' active participations in the teaching learning process of speaking ability (75%) had already been fulfilled. In Cycle 2, the students were more actively involved in the teaching learning process than in the action in Cycle 1. In Cycle 1, the students still doubted and confuse how to ask other people to do something. They were nervous and unconfident to speak English, but in the Cycle 2 they could speak more fluently and express their oral request more confidently. In other words, teaching English speaking ability by using simulation could improve the students speaking ability because it could reach the requirement of students' active participants in the teaching learning process of speaking ability (75%).

After conducting three meetings in Cycle 2, the researcher gave a test to find out the significant averages of Simulation Technique on the students' speaking ability. The test was held on oktober 22th 2015 from 11.45 until 12.45. The researcher asked the students of the first small group to give an instruction or ask the second small group to do something and the third small group to observe those actions and give the respond or critique. Based on the test result, 15 students got ≥ 65 and 2 students got ≤ 65 in speaking ability. The calculation of Cycle 2 test result is presented in Appendix 17.

Table 7: The Result of Speaking Test in Cycle 2

The Data Results	Cycle 2
The mean score of speaking test	79.94
The percentage of the students who scored ≥ 65	88.23%

The mean score was 79.94 and the percentage of students who got score > 65 was 88.23%. It means that teaching English through simulation in Cycle 2 could reach the mean of students standard passing score ($M = 65$) and the requirement of students scoring ≥ 65 (75%). There was significant effect of Cycle 2 activities application on the students' speaking ability and there are 15 students got better score than in the Cycle 1 (see Appendix 30). From the data above, it can be concluded that the requirement in this research had already been achieved.

CHAPTER VI

CONCLUSION AND SUGGESTION

This chapter presents the conclusion and suggestion. The suggestion was given to the English teacher, to the students and other researcher.

6.1 Conclusion

The use of simulation is able to improve eighth grade students' speaking ability of MTS Al-Badri Jember in the academic year 2015/2016 by asking another subgroup to do the instruction, and other participants by giving critics and rewards or responds orally. Their instruction and critiques or responds should be supported with facts and it should be done systematically in a simulation procedure. Because those are instruction and critiques or responds, it enables students to formulate opinion logically. If students often do the simulation, it will increase their vocabulary and their confidence as well, and they will be able to speak English fluently.

6.2 Suggestion

By considering the result of the research, some suggestions are given to the English teacher, the students and other researchers.

6.2.1 The English Teacher

Simulation can improve the students' speaking ability, so it is a beneficial for English teacher as an alternative technique in teaching speaking, or an input to consider the use of simulation that give a new atmosphere to improve students motivation in speaking.

6.2.2 The Students

The students are suggested to participate in the simulation process actively, and they must practice their English not only in class but also in daily activities in order to be able speak English fluently and accurately in pronunciation, vocabulary and grammar.

6.2.3 The Other Researchers

This research applies Classroom Action Research in conducting the simulation, and it can improve the students' speaking ability. The researcher was only applying in speaking ability, not in other skills. Therefore, the researcher suggests to other researchers to conduct simulation for other skill such as: reading, writing, and listening or to conduct simulation in other kind of research. The result of the research can be used as a reference and the source of information for future researcher.

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